

## **LANGUAGE ARTS** **Eighth Grade**

### **READING**

*The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint texts.*

#### **Oral Language/Decoding**

<b>Key</b>	<b>Reporting Category</b>		
<b>M</b>		<b>Organize and share information, stories, experiences, ideas, and feelings with others in both formal and informal situations.</b>	Ants on a Twig, p.W88
<b>D</b>		<b>Participate in creative responses to text (e.g., debates, dramatizations, and speeches).</b>	Council Consensus, FW143 Wildlife in National ..., W186
<b>D</b>		<b>Deliver a focused, well-organized oral presentation, using multiple sources of information from any content area utilizing visual aids for contextual support.</b>	Interview A Spider, W12 Wildlife in National ..., p.W186
<b>M</b>		<b>Read aloud, discuss, and present, using correct stress, pitch, juncture, punctuation, expression, and rate.</b>	City Slickers, p.FW236 Council Consensus, FW143 Aquatic Roots, AW163
<b>I</b>		Approach texts according to their type, using appropriate skills and prior knowledge.	
<b>D</b>		Continue to develop an awareness of the sounds of language through repeated exposure to a variety of auditory experiences.	
<b>D</b>		Evaluate patterns of rhyme and rhythm and consider their effect on meaning.	
<b>M</b>		Demonstrate the ability to read fluently with expression, accuracy, and poise from a variety of texts.	
<b>M</b>		<b>Participate in guided reading.</b>	
<b>M</b>		Adjust speed based on the purpose for reading.	

#### **Comprehension**

<b>D</b>		Use reference sources to build background knowledge for reading.	
<b>D</b>		Use previously learned strategies to front load text (e.g., skimming and scanning, connecting to prior knowledge).	
<b>D</b>		Preview text, using supports such as illustrations/pictures, captions, graphs, diagrams, headings, subheadings, and footnotes.	
<b>A</b>	<b>T</b>	Use text features (e.g., sidebars, footnotes, and endnotes) to determine meaning.	
<b>A</b>	<b>T</b>	<b>Locate information using available text features (e.g., maps, charts, graphics, indexes, glossaries, table of contents, and appendices).</b>	
<b>D</b>		Relate the significance of the selections studied to students' life experiences.	

#### **KEY**

**I = Introduced   D = Developing   A = State Assessed   M = Mastered**

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<b>D</b>		Examine significant words to be encountered in the text.	
<b>D</b>		Make predictions about text.	
<b>D</b>		Relate selections studied to prior experience, historical knowledge, current events, and cultural background.	
<b>A</b>	<b>MG</b>	Formulate appropriate questions during the reading of the text.	
<b>D</b>		Use self-monitoring and self-correcting strategies while reading.	
<b>D</b>		Engage in reading between the lines.	
<b>A</b>	<b>MG</b>	Recognize a reasonable prediction of future events of a passage.	
<b>D</b>		<b>Create mental pictures from abstract information.</b>	Stormy Weather, p.W85
<b>A</b>	<b>MG</b>	Determine inferences from selected passages.	
<b>A</b>	<b>T</b>	Select information using keywords and headings.	
<b>D</b>		Verify or modify pre-reading purposes as additional information is obtained.	
<b>D</b>		Explore ways to interact with text.	
<b>D</b>		Indicate, analyze, and evaluate the sequence of events.	
<b>D</b>		Recognize and state the main idea/central element in a given reading selection, noting supporting details.	
<b>D</b>		Identify the author's purpose and analyze to determine whether purpose is met.	
<b>D</b>		<b>Analyze the text to find contextual support for ideas, opinions, and responses to questions.</b>	To Zone or Not to Zone, W321 Riparian Zone, W341
<b>A</b>	<b>T</b>	<b>Identify instances of bias and stereotyping in print and nonprint contexts.</b>	
<b>A</b>	<b>T</b>	<b>Recognize and identify the techniques of propaganda (i.e., bandwagon, loaded words, and testimonials).</b>	Does Wildlife Sell?, W213 Facts and Falsehoods, AW124
<b>A</b>	<b>T</b>	Identify examples of sound devices within context (e.g., rhyme, alliteration, assonance, slant rhyme, repetition, and internal rhyme).	
<b>A</b>	<b>T</b>	Identify individual written selections as technical, narrative, persuasive, and/or descriptive in mode.	
<b>A</b>	<b>MG</b>	Determine cause and effect relationships in context.	
<b>M</b>		<b>Identify statements as fact or opinion.</b>	Facts and Falsehoods, AW124
<b>D</b>		Reflect on comprehension strategies utilized.	
<b>A</b>	<b>MG</b>	Identify an appropriate title to reinforce the main idea of a passage or paragraph.	
<b>D</b>		<b>Read for a variety of purposes: literary experience, information, enjoyment, and vocabulary.</b>	Wild Words, p.W41 Wildwork, p.W385
<b>A</b>	<b>MG</b>	Identify an appropriate title to reinforce the main idea of a passage or paragraph.	
<b>D</b>		Visit libraries/media centers, book fairs, bookstores, and other print rich environments to explore books.	

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<b>D</b>		Use personal criteria to select reading material (e.g., personal interest, knowledge of authors, text difficulty, text genres, and recommendation of others).	
<b>D</b>		<b>Relate literary experiences (e.g., book discussions, literary circles, writing, oral presentations, and artistic expressions).</b>	The Hunter, p.W287 Rare Bird Eggs for Sale, p.W335 Pro and Con..., p.W338
<b>D</b>		Read daily from self-selected materials.	
<b>D</b>		Experience and develop an awareness of literature that reflects a diverse society.	
<b>D</b>		Maintain a personal reading list or reading log/journal to reflect reading gains and accomplishments.	
<b>D</b>		Build vocabulary by listening to literature, viewing films and documentaries, participating in class discussions, and reading self-selected and assigned texts.	
<b>D</b>		Build vocabulary by reading and viewing from a wide variety of texts.	
<b>D</b>		Analyze word meanings using roots, prefixes, and suffixes.	
<b>D</b>		Use context clues, dictionaries, electronic sources, glossaries, and other resources as aids in determining word meanings.	
<b>A</b>	<b>V</b>	Recognize and use grade appropriate and/or content specific vocabulary.	
<b>D</b>		Evaluate the use of synonyms, antonyms, homonyms, and multiple meaning words, and determine how they assist with understanding.	
<b>M</b>		Foster word consciousness (e.g., word play, word walls, graphic organizers, nuances of words, and power words).	
<b>D</b>		Analyze and use useful mnemonic devices (e.g., rhyming words, vocabulary cartoons, and kinesthetic activities) to acquire new vocabulary.	
<b>A</b>	<b>V</b>	Choose a logical word or phrase to complete an analogy, using scrambled words and homophones in addition to previously learned analogies.	
<b>D</b>		Recognize the historical influences on and changes to the English language as part of vocabulary study.	
<b>A</b>	<b>V</b>	Recognize commonly used foreign phrases (e.g., <i>e pluribus unum</i> , <i>c'est la vie</i> , <i>bon jour</i> , <i>hasta la vista</i> , <i>bon voyage</i> , <i>mi casa es su casa</i> ).	
<b>D</b>		Distinguish between the connotation and denotation of words.	
<b>D</b>		Recognize that word choices help to create a mood.	
<b>D</b>		Discover ways by which a language acquires new words (e.g., brand names, acronyms).	
<b>D</b>		Identify the base/root word of a word having affixes.	
<b>D</b>		Determine the meaning of prefixes and suffixes through identification and usage.	
<b>A</b>	<b>V</b>	Choose the correct meaning/usage of a multi-meaning word by replacing the word in context with an appropriate synonym or antonym.	
<b>A</b>	<b>V</b>	Recognize the effect of stressed and unstressed syllables to aid in identifying the meaning of multiple meaning words.	
<b>D</b>		Decode unknown grade level words utilizing previous learned strategies	

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		and verify the word's meaning within the context of the selection.	
<b>A</b>	<b>C</b>	Determine an author's purpose for writing or a student's purpose for reading.	
<b>D</b>		Identify themes, stated, implied, and recurring.	
<b>A</b>	<b>C</b>	Identify an implied theme from a selection or related selections.	For Your Eyes Only, p.W197
<b>D</b>		Read, view, and recognize various literary types.	
<b>D</b>		Recognize the elements of various literary and media types.	
<b>I</b>		Explore the elements that determine types of fiction (e.g., suspense/mystery, comedy/humor, drama, historical fiction, romance, legends, and myths).	
<b>I</b>		Connect recurring themes to previously read materials and current readings.	
<b>A</b>	<b>C</b>	Recognize literacy elements that shape meaning within context (e.g., symbolism, foreshadowing, flashback, irony, mood, and tone).	
<b>A</b>	<b>C</b>	Identify how the author reveals character (e.g., physical characteristics, dialog, what others say about him, and what he does).	
<b>D</b>		Evaluate strategies and devices used by authors to create mood.	
<b>D</b>		Explain the exposition, rising action, climax, falling action, and resolution/denouement.	
<b>D</b>		Distinguish among varying types of conflict (e.g., man vs. man, man vs. nature, and man vs. himself).	
<b>A</b>	<b>C</b>	Identify on a graphic organizer the points at which various plot elements occur.	
<b>I</b>		Explore subplots in literary selections and films.	
<b>D</b>		Compare and contrast plot elements between or among stories.	
<b>D</b>		<b>Determine whether the characters are stereotypical or realistic.</b>	Saturday Morning Wildlife Watching, p.W184
<b>A</b>	<b>C</b>	Recognize the author's point of view (i.e., first person, third person, limited, or omniscient).	
<b>A</b>	<b>C</b>	Determine how a story changes if the point of view is changed.	
<b>D</b>		Summarize, paraphrase, and evaluate selected passages.	
<b>D</b>		Use deductive reasoning to facilitate and to extend understanding of texts.	
<b>D</b>		Examine the differences among nonfiction materials (e.g., letters; memoirs; diaries; journals; documentaries; autobiographies; biographies; and educational, informational, and technical texts).	
<b>A</b>	<b>MG</b>	Recognize and identify words within context that reveal particular time periods and cultures.	
<b>A</b>	<b>MG</b>	Determine the influence of culture and ethnicity on the themes and issues of literary texts.	
<b>A</b>	<b>T</b>	<b>Identify examples within context of similes, metaphors, alliteration, onomatopoeia, personification, and hyperbole.</b>	Wetland Metaphors, p.AW39
<b>D</b>		Demonstrate knowledge of literary elements that shape meaning and determine tone, such as symbolism, idioms, puns, flashback,	

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		foreshadowing, irony, mood, and tone.	
<b>I</b>		Explore the concept of allusion.	
<b>A</b>	<b>C</b>	<b>Distinguish among different genres (e.g., poetry, drama, letters, ads, historical fiction, biographies, autobiographies, and essays) and their distinguishing characteristics.</b>	Does Wildlife Sell?, p.W213
<b>A</b>	<b>T</b>	<b>Locate information using available text features (e.g., maps, charts, graphs, indexes, glossaries, tables of contents, and appendices).</b>	
<b>D</b>		<b>Determine appropriate reference sources in various formats (encyclopedias, periodicals, and internet).</b>	
<b>D</b>		<b>Use media to view, read, and represent information.</b>	Teaming Up for Birds FW151 Aquatic Roots WA163
<b>D</b>		<b>Use current technology as a research communication tool.</b>	Teaming Up for Birds FW151 Aquatic Roots WA163
<b>D</b>		Compare a variety of reference sources.	
<b>D</b>		<b>Retrieve, organize, represent, analyze, and evaluate information to demonstrate knowledge acquired.</b>	Bird Heros, FW138
<b>D</b>		Evaluate resources for reliability and validity.	
<b>D</b>		Refine skimming and scanning skills.	
<b>D</b>		<b>Develop and use notes.</b>	
<b>D</b>		Evaluate the impact of bias on daily life.	

## WRITING

*The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

### Process

<b>A</b>	<b>WP</b>	Identify the purpose for writing (e.g., to inform, describe, explain, and persuade).	
<b>D</b>		Select, limit, and refine a topic.	
<b>A</b>	<b>WP</b>	Identify the targeted audience for a selected passage.	
<b>D</b>		Identify the mode, usage level, and conventions for appropriate sharing of information with the selected audience.	
<b>D</b>		Use print and nonprint materials along with prior knowledge, content area knowledge, and personal experiences to provide background for writing.	
<b>D</b>		Use appropriate organizational strategies, including outlining and other graphic organizers, to produce a prewriting plan.	
<b>D</b>		<b>Generate, focus, and organize ideas.</b>	
<b>A</b>	<b>WP</b>	<b>Complete a graphic organizer (clustering, listing, mapping, and webbing) with information from notes for writing a writing selection.</b>	
<b>A</b>	<b>WO</b>	Select an appropriate thesis statement for a writing selection.	
<b>A</b>	<b>WA</b>	Support thesis with elaboration, using supporting details, supporting examples, and/or anecdotes.	

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<b>A</b>	<b>WA</b>	Support and/or illustrate key ideas clearly using illustrations, anecdotes, descriptions, and facts.	
<b>A</b>	<b>WA</b>	<b>Write engaging introductory paragraphs and strong and clinching concluding paragraphs.</b>	
<b>A</b>	<b>WO</b>	<b>Select illustrations, explanations, anecdotes, descriptions, and/or facts to support key ideas.</b>	
<b>A</b>	<b>WA</b>	<b>Write well-organized and coherently developed paragraphs.</b>	
<b>A</b>	<b>WP</b>	Identify sentences irrelevant to a paragraph's theme or flow.	
<b>A</b>	<b>WO</b>	Rearrange multi-paragraphed work in a logical and coherent order.	
<b>A</b>	<b>WA</b>	<b>Use precise language including active verbs, vivid words, colorful modifiers, figurative language, imagery, and experiment with incorporating allusion.</b>	
<b>A</b>	<b>WP</b>	<b>Select vivid words to strengthen a description (adjective or adverb) within a writing sample or passage.</b>	
<b>A</b>	<b>WA</b>	Demonstrate facility in the use of language.	
<b>D</b>		Determine if word choices are appropriate for the target audience.	
<b>I</b>		Explore tone as a way to develop a unique and consistent voice in original works.	
<b>A</b>	<b>WA</b>	Compose clear and correctly punctuated complex sentences to vary sentence structure.	
<b>A</b>	<b>WP</b>	Identify within context a variety of appropriate sentence-combining techniques (e.g., comma + coordinating conjunction, use of semi-colon, and introductory phrases or clauses).	
<b>A</b>	<b>WP</b>	Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.	
<b>D</b>		Enrich writing with information gathered from the various content areas.	
<b>A</b>	<b>WO</b>	Select appropriate transitional devices or time order words to enhance the flow of the writing.	
<b>D</b>		Enrich writing with information gathered from the various content areas.	
<b>D</b>		Revise writing to focus on purpose and audience.	
<b>D</b>		Revise writing to focus on fluency of thought and coherence (e.g., sentences and paragraphs flow smoothly together, evidence of syntactic variety/varied sentence structures).	
<b>D</b>		Analyze writing for clarity of thought.	
<b>D</b>		Determine the effectiveness of the organization of the written draft (e.g., chronological order or sequence maintained, creative introduction, appropriate thesis, supportive statements, and effective transitions).	
<b>A</b>	<b>WA</b>	Revise and edit writing for elements of language.	
<b>D</b>		Proofread using prior knowledge and experience, reference materials, and technology.	
<b>M</b>		Use appropriate proofreading symbols.	
<b>M</b>		Create readable documents.	

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<b>A</b>	<b>WA</b>	Integrate all steps of the writing process: prewriting, drafting, revising, editing, and publishing.	
<b>D</b>		Publish a final draft.	
<b>A</b>	<b>WO</b>	Select the most appropriate title for a passage.	
<b>D</b>		Develop and use a rubric for evaluation.	
<b>D</b>		Recognize the strengths, errors, and challenges in peers' writing and make appropriate comments of praise and suggestions for improvement.	
<b>D</b>		Evaluate improvements made in own work and others' work.	
<b>D</b>		Identify multiple sources of technology to prepare and present work and to add photographs, graphs, tables, and/or illustrations to support the focus of the work.	
<b>A</b>	<b>T</b>	Identify levels of reliability among resources (e.g., eyewitness account, newspaper account, supermarket tabloid account, and internet source).	
<b>D</b>		Identify opportunities for publication (e.g., local and national contests, internet websites, and newspapers/ periodicals).	

### Product

<b>A</b>	<b>T</b>	Identify individual written selections as technical, narrative, persuasive, and/or descriptive in mode.	
<b>M</b>		<b>Write competently in the narrative and descriptive modes.</b>	Mermaids and Manatees, AW80
<b>D</b>		<b>Write frequently in the expository mode.</b>	
<b>M</b>		Apply the Tennessee state assessment rubric to an expository essay.	
<b>A</b>	<b>WA</b>	Write well-developed, organized, and coherent essays in response to expository prompts.	
<b>D</b>		Incorporate varied expository structures (e.g., problem/solution, compare/contrast).	
<b>D</b>		Use models of expository writing.	
<b>I</b>		<b>Write a persuasive paper with a clearly focused argument and relevant supporting details.</b>	
<b>D</b>		Write personal essays.	
<b>D</b>		<b>Produce a variety of creative work utilizing information gathered from the various content areas (e.g., journals, magazines, poems, letters to the editor, dialogues between famous people, and webpages).</b>	Wild Words, p.W41
<b>D</b>		<b>Respond to original questions and/or problems from all content areas.</b>	
<b>D</b>		<b>Respond to content area information, including fine arts, in creative ways (e.g., create graphic, nonprint essays; write poems; and create works of art).</b>	Animal Poetry, p.W282
<b>D</b>		<b>Produce a variety of technical works utilizing knowledge from the content areas (e.g., explanations of projects and problems, science experiment projects, demonstrations, editorials, and documents).</b>	Home, Sweet Home, p.FW134 Celebrate Migration Day, p.FW286
<b>D</b>		<b>Research topics and organize gathered information into presentable documents.</b>	Birds on Display, p.FW75
<b>D</b>		View, read, and/or listen to examples of various writing styles.	
<b>D</b>		<b>Produce a variety of creative works including responses to literature,</b>	Animal Poetry, p.W282

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		<b>autobiographical sketches, reflective pieces, poems, and stories.</b>	
<b>D</b>		<b>Produce a variety of nonfiction pieces including, technical writing, career-related materials, analysis of literature, and persuasive essays.</b>	Home, Sweet Home, p.FW134 Celebrate Migration Day, p.FW286
<b>D</b>		Continue to use dictionaries, thesauri and other word referenced materials.	
<b>D</b>		<b>Use interviews, surveys, polls, graphs, and illustrations in writing and presenting as support for research.</b>	Changing Attitudes, p.W255 Bird Heroes, p.FW138
<b>D</b>		<b>Continue to use computer technology to find information, to create reports and presentations, and to support research.</b>	
<b>D</b>		<b>Analyze and assemble gathered information into a research paper or document.</b>	Home, Sweet Home, p.FW134
<b>D</b>		Continue to use examples and details collected from all available and reliable resources.	
<b>D</b>		Write personal reflections to situations, experiences, and events for oneself and others.	
<b>D</b>		Continue to write to acquire knowledge (e.g., express, organize, and clarify thinking, take notes, synthesize information, and enhance communication).	
<b>I</b>		Give credit to both quoted and paraphrased materials used in research.	
<b>D</b>		Utilize resources available in the media center.	
<b>D</b>		Evaluate website sources for reliability.	

## ELEMENTS OF LANGUAGE

*The student will use standard English conventions and proper spelling as appropriate to speaking and writing.*

<b>A</b>	<b>G</b>	Identify the correct use of the following: <ul style="list-style-type: none"> <li>nouns (e.g., common/proper, singular/plural, possessives, direct/indirect objects, and predicate nouns);</li> <li>verbs (e.g., subject-verb agreement, transitive/intransitive, linking/action, tense consistency, perfect tenses, regular/irregular, voice, and verb phrases);</li> <li>pronouns (e.g., pronoun-antecedent agreement, reflexive, interrogative, demonstrative, pronoun case, and conjunctive adverbs);</li> <li>adjectives (e.g., comparative/superlative, phrases and clauses, predicate adjectives, and common/proper);</li> <li>adverbs (e.g., comparative/superlative, phrases and clauses, and conjunctive adverbs);</li> <li>conjunctions (e.g., coordinating, correlative, subordinating to combine sentences and elements);</li> <li>interjections.</li> </ul>	
<b>A</b>	<b>G</b>	Identify the correct placement of prepositions and prepositional phrases within context.	
<b>A</b>	<b>G</b>	Select the correct pronoun/antecedent agreement for personal pronouns within context.	
<b>A</b>	<b>G</b>	Recognize usage errors occurring within context.	

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		<ul style="list-style-type: none"> <li>• subject/verb agreement;</li> <li>• pronoun case;</li> <li>• double negatives;</li> <li>• comparative/superlative forms;</li> <li>• troublesome word groups (were/where, which/that/who, who/whom).</li> </ul>	
<b>D</b>		Compare regional differences in dialect, speech, and usage and explore reasons for those differences.	
<b>D</b>		Continue the correct use of capitalization (titles, business letters, quotations, proper nouns and adjectives).	
<b>A</b>	<b>G</b>	Select the appropriate use of underlining/italicizing with titles, specific words, numbers, letters, and figures.	
<b>A</b>	<b>G</b>	Select the correct pronoun/antecedent agreement for personal pronouns within context.	
<b>A</b>	<b>G</b>	Identify the correct use of commas (e.g., compound sentences, coordinating conjunctions, introductory words, appositives and interrupters) within context.	
<b>M</b>		Form both singular and plural possessives using apostrophes.	
<b>D</b>		Spell correctly high frequency words, appropriate grade level words, and content area words.	
<b>D</b>		Proofread for accuracy of spelling, using appropriate strategies to confirm spelling, and to correct errors.	
<b>A</b>	<b>G</b>	Identify and use appositives and appositive phrases and infinitives and infinitive phrases.	
<b>A</b>	<b>G</b>	Recognize the appropriate use of gerund and participial phrases.	
<b>D</b>		Identify and place correctly within a sentence adjective, adverb, and noun clauses.	
<b>A</b>	<b>G</b>	Select the most appropriate method to correct a run-on sentence (e.g., conjunctions, semi-colons, and periods to join or separate elements) within context.	
<b>D</b>		Correct sentence fragments by supplying the missing sentence elements.	
<b>I</b>		Identify the subject and predicate of an inverted order sentence.	
<b>D</b>		Use subordination, apposition, coordination, and appropriate phrases (prepositional, transitional) to indicate clear relationships within a sentence or paragraph.	
<b>D</b>		Distinguish between clauses (independent and subordinate) and phrases (verb, adjective, adverb, appositive, and prepositional).	

# **KEY**

**I = Introduced    D = Developing    A = State Assessed    M = Mastered**

## **REPORTING CATEGORY**

**C = Content    G = Grammar    MG = Meaning    T = Techniques and Skills    V = Vocabulary**  
**WO=Writing Organization    WP = Writing Process    WA = Writing Assessment**

**NOTE: “A” Indicates the state curriculum (CRT or Writing) assessment only.**  
**All the skills (“I” ... “D” ... “A” ... “M”) are addressed in classroom assessment.**